

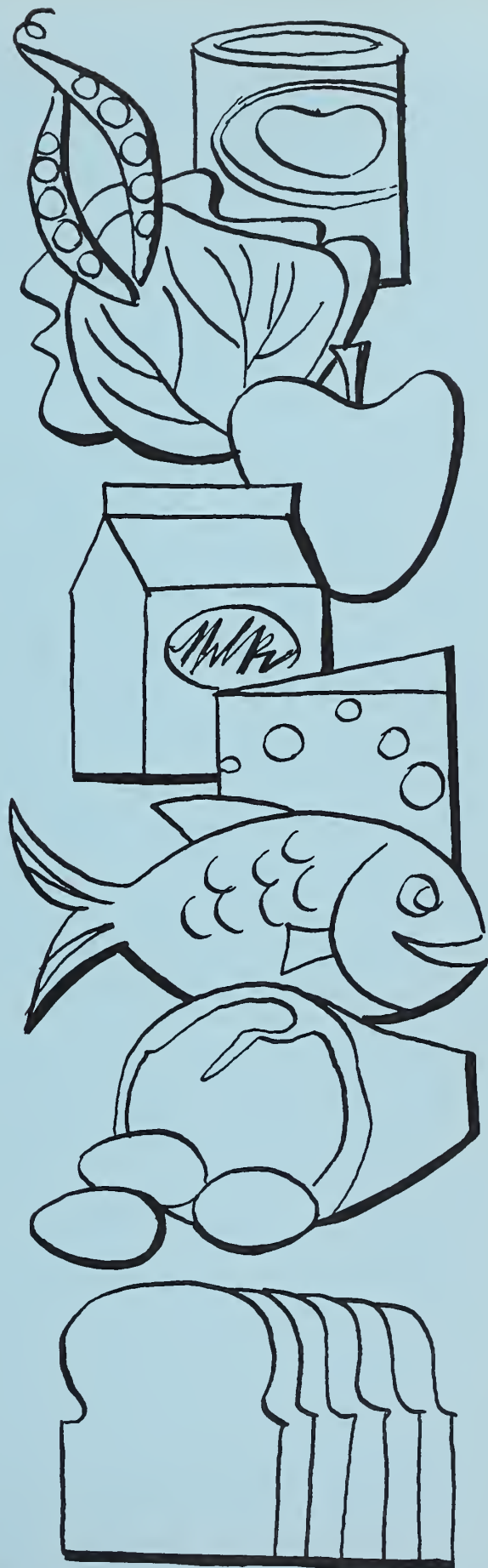
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FOOD and NUTRITION...

supplemental
lessons for
training
extension aides

MEAL PLANNING



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Meal Planning is one of a series of booklets of supplemental lessons in food and nutrition, designed for use in on-the-job training of Extension aides. These lessons are not intended to be complete teaching units. The purpose is to enrich the aides' background in food and nutrition and to provide practical teaching methods that they can use in taking food and nutrition information to families. Since technical subjects in nutrition are simplified some of the generalizations may have exceptions.

FOOD AND NUTRITION

Supplemental Lessons for Training Extension Aides

MEAL PLANNING

Purpose

These lessons were written to help trainer agents prepare aides for work with families in the Food and Nutrition Education Program. It is important that aides understand the principles of planning meals to include nutrition, family needs and preferences as well as cost.

The lessons are an expansion of Lesson 8 - Plan Meals to Meet Family Food Needs from Food and Nutrition---basic lessons for training Extension aides. The information can be adapted by the aides for the families they work with. It also can be used in teaching groups of adults or youth. This series should be used to supplement the initial training given aides and will help the trainer agent enlarge the food and nutrition knowledge of the aides.

TRAINER AGENT'S RESPONSIBILITY

References are suggested for the agent's use with each lesson. The agent will find it helpful to assemble these references before starting the lessons and to use them in her preparation for teaching.

References also are suggested for the aide's use. The agent should be selective in the references she gives to aides. Order those selected well in advance.

Go over references thoroughly with the aides so that they know what is in each reference.

Professional people in related fields may be asked to participate in training meetings. Such participation should be planned well in advance.

A working relationship with each aide should already be established as a result of the initial training period. Effective communication remains vital in teaching. Before teaching supplemental lessons, the trainer agent may wish to review purposes of the training and the importance of aides' participation.

Suggested check list to be sure that all necessary preparations for the in-service training sessions have been made:

___ Meeting place with necessary facilities has been obtained.

___ All references needed to complete the lessons have been assembled.

___ Local public health service and library have been checked for additional references.

___ All visual materials and equipment needed to teach the lessons are on hand.

___ All reference materials needed for the aides have been obtained.

___ All lesson plans have been carefully studied so that you fully understand the overall content of the course.

___ Sufficient time has been allowed to complete each lesson.

ADAPTING THE LESSONS TO YOUR AIDES

Guides used in teaching the basic lessons should be followed in teaching the supplemental lessons also:

Adapt training classes to meet the needs of your group. Here are some ideas to keep in mind:

1. Simplify. Do not try to cover too much material in one lesson. Pick out the most important points and emphasize them.
2. Use colorful visuals and a dynamic presentation to help make the lesson more appealing.
3. Emphasize good nutrition elements in the food the aides are now eating. Point out how small changes can often result in a more balanced diet.

4. Involve the aides in the training meetings in as many ways as possible.

EXTENDING INFORMATION

Information given in the supplemental lessons may be effectively used in other ways, such as adaptation for use in training volunteer leaders or in newsletters or newspaper articles. A series of radio or TV programs based on the lessons may help to extend to a larger audience the ideas that aides are promoting.

Recommended publications

For aides and leaders

Publications and visual materials are listed with each lesson. Make sure that supplies of them are on hand before you begin teaching.

USDA

Bulk quantities of USDA pamphlets are usually obtained through your State publications distribution officer.

Calories and Weight, G-153 (25¢)

Eat A Good Breakfast to Start A Good Day, L268 (5¢)

Family Fare, G-1 (45¢)

*Food and Your Weight, G-74 (15¢)

Food Guide for Older Folks, G-17 (10¢)

*Meal Planning Made Easy, PA-695 (5¢)

Money Saving Main Dishes, G-43 (30¢)

*Daily Food Guide Leaflet, C&MS-23 (35¢ for 10 copies)

Free illustrated Daily Food Guides are available for educational programs relating to U.S. Department of Agriculture's Family Food Assistance Programs through your regional Food & Nutrition Service office.

Cereal Institute, Inc.

Breakfast Source Book, pp. 7-14, Cereal Institute, Inc.
135 South LaSalle Street, Chicago, Ill. 60603.

*Publications NOT available free may be purchased from Superintendent of Documents, Government Printing Office, Washington, D.C. 20402, at the prices indicated. There is a 25 percent discount for 100 or more copies on all GPO orders.

Florida Citrus Commission

Teen Temptations, Florida Citrus Commission,
Institutional and School Marketing Dept., P.O. Box 148,
Lakeland, Florida 33802.

Kellogg Company

Why Break the Fast?, Resource Kit, Kellogg Company,
Battle Creek, Michigan 49016.

National Dairy Council

An Album of Snacktime Hits, B16 (3¢)
Easy Meals That Please, B33 (5¢)
What to Eat Before You Are Pregnant, While You Are
Pregnant, After the Baby Comes, B103 (4¢)
Lower Cost Meals That Please, B64 (15¢)

A catalog can be obtained listing available materials.
If you live in a city where there is an affiliated unit
of the National Dairy Council, requests for material should
be directed to that office. If you are not served locally,
send orders to National Dairy Council, 111 North Canal Street,
Chicago, Ill. 60606.

Quaker Oats Company

Budget Saving Recipes, Quaker Oats Company,
Chicago, Ill. 60654.

Recommended references

For Trainer agents

Each lesson includes a list of recommended reference books and publications for training agents to use in preparing lessons. Make sure you have the references you need to do a good job.

Consumers All, Yearbook of Agriculture, 1965. \$2.75, Supt. of Documents, Government Printing Office, Washington, D.C. 20402.

Eat to Live, Wheat Flour Institute, 14 E. Jackson Blvd., Chicago, Ill. 60604 \$1.00.

Food, Yearbook of Agriculture, 1959. \$3.25, Supt. of Documents, Government Printing Office, Washington, D.C. 20402.

Food A Key to Better Health, Nutrition Foundation, Inc. 1970. Order from Colson Co., Paris, Ill. 61944. 25¢.

Food For Us All, Yearbook of Agriculture, 1969, \$3.50, Supt. of Documents, Government Printing Office, Washington, D.C. 20402.

Meal Management, Kinder, Faye, Macmillan Co., 866 3rd Ave., New York, N.Y. 10022. 1968. \$7.95.

Nutrition in Action, Martin, E.A., Holt, Rinehart & Winston, Inc., 383 Madison Ave., New York, N.Y. 10017. 1965. Teacher's Guide \$6.50.

Teaching Nutrition, Eppright, E. and others, Iowa State Press, Ames, Iowa 50012. 1963. \$4.95.

VISUALS

Slide Sets and Filmstrips

- "Breakfast and the Bright Life" A-56, 1970, 60 frames, \$9.00.
- "Milk the Magnificent" C-161, 1969, 50 frames, \$8.00; Filmstrip \$5.50.
- "Milk Basic to Good Nutrition" C-162, 1970, 50 frames, \$8.00; Filmstrip \$5.50.
- "The 'Basic Four' Way to Good Meals" C-158, 1969, 50 frames, \$8.00; Filmstrip \$5.50.
- "Weight Control (The Oopsies)," C-74, 1960, 22 frames, \$8.00; Filmstrip \$5.50.
- "Food Value Stretchers" C-152, 1968, 50 frames, \$8.00; Filmstrip \$5.50.
- "Good Meals for Busy Days" C-106, 1963, 57 frames, \$9.00; Filmstrip \$6.50.
- "Non-Instant, Non-Fat Dry Milk" C-169, 1970, 49 frames, \$8.00; Filmstrip \$5.50.

USDA slide sets may be purchased from the Photography Division, Office of Information, U.S. Department of Agriculture, Washington, D.C. 20250. Copies of the filmstrips may be ordered from Photo Lab., Inc., 3825 Georgia Ave., N.W. Washington, D.C. 20011.

Filmstrips

- "Why Eat A Good Breakfast?" 30 frames, Cereal Institute, Inc., 135 South LaSalle Street, Chicago, Ill. 60606.

Charts and Posters

- *Daily Food Guide Poster, 22" x 28", F&NS-13, 15¢.

National Dairy Council

- Comparison Cards for adults, B43-A, \$3.00 a set.

MEAL PLANNING

Lesson 1: LOW-COST MEALS

PURPOSE

Trainer agent to help aides:

1. Identify low-cost food sources in the Daily Food Guide and ways they can be included in food plans for the day.
2. Develop skill in planning nutritious low-cost meals and snacks.
3. Learn ways to help homemakers include low-cost foods to improve the nutrition of the family.

PRESENTATION

- . Ask aides to name low-cost foods under each of the four food groups which could be used in meals and snacks. List on chalk board.
 - Milk Group
 - Nonfat dry milk and evaporated milk are cheaper than fresh milk.
 - Cream is expensive. Whipped evaporated or whipped nonfat dry milk usually can be used in place of whipped cream. They have more calcium and protein, less fat, and fewer calories than cream.
 - Less expensive cheese products such as processed cheese and cheese food are a good source of protein and calcium. More expensive cheeses may not provide more nutrients.

- Meat Group

- Dried beans, peas, and peanut butter make hearty dishes. Use in combination with an animal protein to improve the quality of the vegetable protein.
- Eggs are usually a less expensive source of protein than most meats.
- The nutritive value of ground beef, liver, heart, and kidney is good for the money spent.
- Chicken and turkey are good buys when they are plentiful.
- Locally caught fresh fish, canned fish flakes (such as mackerel) and frozen fillets are usually good buys.
- Meat in combination with a white sauce or with macaroni, spaghetti, noodles or rice can reduce cost and extend the nutritive value of the pasta.

- Fruit-Vegetable Group

- Fresh vegetables that are in season and plentiful are better buys than those purchased at other times.
- Frozen spinach and other greens, chopped broccoli, squash, peas, and green beans may be good buys, as compared with the fresh vegetable.
- Cabbage, potatoes, and root vegetables such as carrots are usually good vegetable buys.
- Canned tomatoes are cheaper and often higher in vitamin C than raw tomatoes out of season.
- Canned greens, pumpkin, and green beans are usually economical buys.
- Canned vegetables usually cost less than frozen.
- During most seasons, frozen orange juice is cheaper and has about the same nutritive value as fresh.

- Breads and Cereals
 - Plain bread or rolls are lower in cost than sweet or fancy-shaped rolls.
 - Enriched and whole grain breads and cereals supply more nutrients for the money than un-enriched products.
 - Day-old bread, which can be purchased at food stores or special outlets, costs less.
 - Homemade bread and cookies are usually lower in cost than similar purchased items.
- . Use Comparison Cards to compare nutritive values of low-cost foods with more expensive foods in the same food group.
- . Plan a day's meals and snacks around some of the low-cost foods which have been listed. Use the Daily Food Guide in planning. Use pictures or food models to illustrate.
- . Other points to consider when planning low-cost meals and snacks:
 - Use resources which are available.
 - Food supply on hand.
 - Leftovers.
 - Food from the garden.
 - USDA donated foods or food stamps, whichever is available.
 - Specials at the grocery store -- some advertised foods may not be "specials."
 - Plan simple meals.
 - Use recipes that can be prepared without costly ingredients.
 - Make a shopping list.

- . Show filmstrip or slide set "The 'Basic Four' Way to Good Meals." Analyze meals for good nutrition and cost. Discuss ways in which meal costs could be lowered but still be nutritious. What adjustments could be made? Discuss with aides.
- . Aides plan a day's meals and snacks around USDA donated foods if available to families. Include low-cost food items which need to be purchased, or:
- . Aides plan a day's meals and snacks around "specials" which are currently being advertised in the local papers. Use the Daily Food Guide in planning.
- . Make plans to prepare and serve one of the low-cost meals at a later training session.

APPLICATION OF LESSON BY AIDES

Aides apply lesson to their own family meal planning.

Aides apply information as they work with individual homemakers.

Aides use information when teaching small groups.

REFERENCES FOR TRAINER AGENT

1. Food for Us All, Yearbook of Agriculture, 1969, pp. 279-293.
2. Consumers All, Yearbook of Agriculture, 1965, pp. 416-423.
3. Food, Yearbook of Agriculture, 1959, pp. 577-588.
4. Meal Management. Kinder, 1968, pp. 253-311.
5. Eat to Live, Wheat Flour Institute, pp. 42-44.

VISUALS AND EQUIPMENT

Chalkboard or newsprint pad.

Filmstrip or slide set "The 'Basic Four' Way to Good Meals," USDA.

Pictures of food or food models,

Comparison cards for adults, National Dairy Council.

Newspaper advertisements from grocery stores.

Daily Food Guide, poster, F&NS-13, USDA.

REFERENCES FOR AIDES - Select as needed

1. Daily Food Guide, leaflet, C&MS-23, USDA.
2. Meal Planning Made Easy, PA-695, ES-USDA.
3. Food A Key to Better Health, Nutrition Foundation, pp. 20-21.
4. Family Fare: Food Management and Recipes, G-1, USDA.
5. Easy Meals That Please, National Dairy Council.
6. Budget Saving Recipes, Quaker Oats.
7. Money Saving Main Dishes, G-43, USDA.
8. Ideas for Economy-Minded Families, PA-934, USDA.
9. Ideas for Families Using Donated Foods, PA-935, USDA.
- 10, Ideas for Leaders Working with Economy-Minded Families, PA-937, USDA.

MEAL PLANNING

Lesson 2: PLANNING FOR SNACKS

PURPOSE

Trainer agent to help aides:

1. Understand how snacks help meet daily food needs.
2. Learn ways to help homemakers include nutritious, low-cost snacks in a daily food plan.

PRESENTATION

- . Display some typical snack foods such as soft drinks, ice cream, candy, cake, cookies, potato chips, fruits, etc. Ask aides to group the foods according to the four food groups. Some will not fit into the four food groups. Discuss the food value and relative cost of the snacks using the comparison cards.
- . Aides indicate the number of times they have eaten within the last 24 hours. Emphasize that snacks may provide a large portion of the day's food for many people.
 - What foods do aides and their own families eat between meals? List these foods in columns with the following headings: milk, meat and substitutes, fruits and vegetables, breads and cereals, and other foods.
 - Compare the nutritive value of these foods. Do most of these snacks fit into the four food groups or are they other foods?
 - What are advantages of selecting snacks from the four food groups?
- . Are snacks good for us? Yes and no. It depends upon:
 - the time the snack is eaten. Sweet, rich foods eaten shortly before meal time dull the appetite for the next meal.

- the amount of food eaten. Too much food eaten between meals may lessen the appetite for foods at meal time.
 - kinds of food selected. Foods which contain little food value other than calories are generally poor choices. These are called empty calorie foods. Examples are soft drinks, candy and potato chips.
 - relationship of the snack to the other foods eaten during the day. Snacks should help meet the food needs as recommended in the Daily Food Guide.
 - the person who eats the snack. Many people may not get all of the food needs at mealtime so snacks can help meet these needs. Examples are: growing children, active teenagers, adults who do heavy work, and those who need to gain weight.
 - It may be more satisfying for overweight people, who are losing weight, to eat smaller amounts of food but more frequently.
- . Put guidelines for choosing snacks on chalkboard or newsprint.
- Choose snacks from the four food groups in the Daily Food Guide.
 - Avoid empty-calorie foods. They are expensive for the nutrients supplied.
 - Select according to the needs of the individual.
 - Select good snack choices such as fresh fruit, vegetable nibblers, milk, fruit juice, plain cookie, and small open-faced sandwich.
- . Aides divide into groups. Each group plan a day's meals with a morning and an afternoon snack. Ask them to use the USDA donated foods currently being offered in the community or low-cost foods. Examples of low-cost snack items might be cocoa made from nonfat dry milk, carrot nibblers, cornmeal, oatmeal, or peanut butter cookies.

- . Use low-cost nutritious snacks at training session.
If time permits, have aides prepare one low-cost nutritious snack which they planned.

APPLICATION OF LESSON BY AIDES

Aides use information to help homemakers plan snacks which supplement their meals.

Aides use information in teaching small groups.

REFERENCES FOR TRAINER AGENT

1. Consumers All, Yearbook of Agriculture, 1965, pp. 393-397.
2. Food for Us All, Yearbook of Agriculture, 1969, pp. 264, 265, 273-278, 320.
3. Nutrition in Action, Martin, 1965, pp. 217-222.
4. Teaching Nutrition, 1964, Eppright, Pattison and Barbour, pp. 60-62, 70, 83, 92, 150, 151, 276.

VISUALS AND EQUIPMENT

Foods to illustrate typical snacks.

Chalkboard or newsprint.

Comparison Cards.

Daily Food Guide, poster, F&NS-13, USDA,

REFERENCES FOR AIDES

1. Daily Food Guide, leaflet, C&MS-23, USDA.
2. Food A Key to Better Health, Nutrition Foundation, p. 8.
3. Teen Temptations, Florida Citrus Commission, Lakeland.
4. An Album of Snacktime Hits, National Dairy Council.

MEAL PLANNING

Lesson 3: PLANNING FOR A GOOD BREAKFAST

PURPOSE

Trainer agent to help aides:

1. Know the advantages of eating breakfast.
2. Learn the characteristics of a good breakfast.
3. Learn ways to help homemakers plan nutritious breakfasts to meet individual needs.

PRESENTATION

- . Use poster What Did You Have For Breakfast This Morning? to open discussion about breakfast.
- . Conduct a poll among aides regarding the following questions. Use responses as a basis for discussion.
 - What does the word "breakfast" mean to you?
 - Did you eat breakfast this morning?
 - Did everyone in your family eat breakfast?
 - What foods do you like for breakfast? As foods are mentioned, separate into the four food groups and other foods.
- . Discuss why breakfast is important
 - Show slides, "Breakfast and the Bright Life" or filmstrip "Why Eat A Good Breakfast." Review breakfast study reported in Breakfast Source Book.
 - Studies show that a midmorning coffee break does not replace breakfast.

- Body uses nutrients more efficiently when they are distributed throughout the day.
- . Discuss why people skip or skimp breakfast. Aides role play or respond to these statements and suggest ways to cope with problems.
 - I don't eat breakfast. I'm on a diet.
 - I don't like eggs, bacon and cereal that are usually eaten at breakfast.
 - I'm just not hungry enough to eat breakfast right after I get up. I'd rather have a cup of coffee in the middle of the morning.
 - We don't have enough money to have food in the morning.
 - I'm too rushed in the morning. I'd rather sleep late and skip breakfast.
 - If anyone in our house eats breakfast, he just grabs something from the refrigerator.
 - I'm too busy fixing my hair and putting on makeup to bother with eating.
- . Use Comparison Cards and food models or actual foods. e.g. Compare nutritive value and calories in a breakfast with empty-calorie snacks and heavy desserts.
- . Review guidelines in Eat a Good Breakfast to Start a Good Day. A good breakfast:
 - gives protein, minerals, and vitamins.
 - provides fuel for energy.
 - tastes good.
- . Show pictures of traditional and non-traditional breakfasts which meet the guidelines for a good breakfast.

- . Have aides plan a low-cost nutritious breakfast around these situations:

- prepared without cooking.
- without foods from the meat group.
- featuring USDA donated foods if available.
- low in calories.
- featuring foods used by a local cultural group.

APPLICATION OF LESSON BY AIDES

Aides stress, with program families and groups, the importance of breakfast.

Help change attitudes and behavior regarding breakfast.

REFERENCES FOR TRAINER AGENT

1. Food For Us All. Yearbook of Agriculture, 1969, p.320.
2. Food. Yearbook of Agriculture, 1959, pp. 301, 323, 510.
3. Nutrition in Action. Martin, pp. 21, 22, 214, 215, 221, 222.
4. Breakfast Source Book. Cereal Institute, pp.7-14.
5. Why Break the Fast? Resource Kit. Kellogg Company, Battle Creek, Michigan.

VISUALS AND EQUIPMENT

"Breakfast and the Bright Life," slide set, A-56, USDA.

"Why Eat a Good Breakfast," filmstrip, Cereal Institute, Inc.

Screen and projector.

Food models and Comparison Cards, National Dairy Council.

Pictures of foods.

Chalkboard or newsprint.

REFERENCES FOR AIDES

Eat a Good Breakfast to Start a Good Day, Leaflet 268, USDA.

Food, A Key to Better Health, Nutrition Foundation,
p. 6.

EVALUATION

Several weeks after the lesson, ask aides to evaluate breakfasts which were eaten by the families they visited on one day. Also check number of aides now eating breakfast and compare with the poll.

MEAL PLANNING

Lesson 4: QUICK AND EASY MEALS

PURPOSE

Trainer agent to help aides:

1. Learn ways to plan nutritious meals that can be prepared with a minimum of time, energy and skill.
2. Plan a day's food that a person with limited abilities could prepare.

PRESENTATION

- . Review lesson 8 from Food and Nutrition...basic lessons for training extension aides and discuss the quality of the meals in terms of nutrition, color, texture, flavor and cost. Make up your own or use these menus:
- . Write two menus on the board.

Menu 1

Scrambled Eggs
Buttered Canned Green Beans
Sliced Tomatoes
Bread and Spread
Peanut Butter Cookies
Milk

Menu 2

Poached Eggs
Frozen Green Beans with Bacon
Tossed Salad
Toast and Spread
Peanut Butter Cookies
Coffee

- . Aides identify the menu which would be easiest to prepare and give reasons for their choice.
- . Aides make suggestions for planning simple nutritious meals children could prepare for the family.
- . Food preparation can be simplified by planning meals that:
 - limit the number of foods served.

- include foods which require little attention during preparation.
- require the simplest methods of food preparation.
- can be prepared from low-cost convenience foods which are partially or completely prepared.
 - Canned foods and mixes simplify food preparation.
 - Homemade biscuit, cookie, cocoa and pudding mixes are economical and simplify meal preparation.
- use foods prepared in advance.
 - Fresh fruits and vegetables can be cleaned and refrigerated for later use.
 - Eggs can be hard cooked and refrigerated for later use.
- . Show slides or filmstrip "The 'Basic Four' Way to Good Meals."
 - Analyze the meals for nutrition, eye appeal and ease of preparation.
 - How can the menus be adjusted so that the meals could be simpler to prepare?
- . Aides plan a quick breakfast, a carried lunch or a simple supper using the Daily Food Guide and the time-saving suggestions which have been discussed.

APPLICATION OF LESSON BY AIDES

Aides "child-test" the meals they planned for ease and simplicity in food preparation.

Aides use information with individual families and small groups.

REFERENCES FOR TRAINER AGENT

1. Meal Management, Kinder, 1968, pp. 330-344.
2. Consumers All, Yearbook of Agriculture, 1965, pp. 468-471.

VISUALS AND EQUIPMENT

Chalkboard or newsprint.

Slides or filmstrip "The 'Basic Four' Way to Good Meals," USDA.

REFERENCES FOR AIDES

1. Daily Food Guide, leaflet, C&MS-23, USDA.
2. Meal Planning Made Easy, PA-695, Extension Service, USDA.
3. Eat A Good Breakfast to Start A Good Day, L-268, USDA.

MEAL PLANNING

LESSON 5: ONE-BURNER MEALS

PURPOSE

Trainer agent to help aides:

1. Assist homemakers to plan nutritious meals when cooking facilities are limited.

PRESENTATION

- . Aides tell of situations they have known when cooking facilities were very limited.
 - Limitations might include:
 - no oven
 - no refrigerator
 - poor storage space for staples
 - limited cooking equipment
 - Examples of program families in which cooking facilities may be limited:
 - older people on limited incomes.
 - families living in poor housing.
 - families whose homes have been destroyed through disasters such as storms, floods, and fires.
- . Discuss how to plan meals where cooking facilities are limited.
 - Consider the situation:
 - Heat source. If there's only one gas or electric unit, plan for one dish meals, double-decker cooking using a double boiler and keeping food hot while another cooks.

- Refrigeration space. If there's no way to keep perishables cold, use canned foods and dry storage items such as dry milk and mixes. Plan amount of food needed so there will be no perishable leftovers.
- Storage space for non-perishable foods. If storage is poor, use cans and jars with tight-fitting lids.
- Meal plan
 - Use simple menus. Limit number of foods served.
 - Use the Daily Food Guide in planning meals and snacks.
 - Plan to use some foods which require no cooking.
- Illustrate planning food for a day when there are limited cooking facilities. Write on board, illustrate with food models or pictures on a poster.
- . Use the following example: Family - an elderly couple living in one room.
 - Cooking facilities - hot plate, heavy skillet with lid, double boiler, mixing bowl, can opener, knife, cup, spoon, and limited refrigerator space.
- Meal Plan for A Day

Breakfast

Tomato Juice
Oatmeal with Milk
Milk

Lunch

Beef Stew
Hot Corn Bread with Spread
Cabbage Slaw
Milk

Supper

Canned Chopped Meat and Potato Casserole
Corn Bread and Spread
Spinach
Carrot Strips
Custard
Coffee

- Evaluate the meals using the Daily Food Guide.
- Ask aides to plan order of preparation of these foods and the equipment to be used.

APPLICATION OF LESSON BY AIDES

Aides plan low-cost food for a day using the following situation. Plan meals for a young family - mother, father, and two pre-school children. They have these things for cooking and storing food: Electric skillet, hot plate, saucepan, can opener, knife, spoon, fork, and containers with lids for storing staples.

Aides prepare one of these meals using the limited facilities described.

Aides use this experience as background information as they work with individual families or small groups.

REFERENCES FOR TRAINER AGENT

1. Recipe booklets which are developed by electric skillet manufacturers.

VISUALS AND EQUIPMENT

Chalkboard or newsprint.

Pictures of food or food models.

Daily Food Guide, poster, F&NS-13, USDA.

REFERENCES FOR AIDES

1. Daily Food Guide, leaflet, C&MS-23, USDA.
2. Meal Planning Made Easy, PA-695, ES-USDA.
3. Family Fare: Food Management and Recipes, G-1, USDA.
4. Food Guide for Older Folks, G-17, USDA.
5. Money Saving Main Dishes, G-43, USDA.

MEAL PLANNING

Lesson 6: CASSEROLE MEALS WITHOUT A RECIPE

PURPOSE

Trainer agent to help aides:

1. Recognize advantages of using low-cost main dish casseroles in meals.
2. Learn the basic components of a main dish casserole.

PRESENTATION

- . Discuss advantages of planning for main dish casseroles.
 - preparation can often be done in advance.
 - provides a way to use leftovers.
 - provides a way to extend meat.
 - provides a main dish to please the family.
 - enables homemaker to be creative.
- . Write a main dish casserole recipe on the board. Indicate the food group to which each component belongs.
 - A main dish casserole may be made without a recipe using these suggestions:
 - 1 part protein food such as meat, fish, egg or cheese
 - 2 parts cooked starchy food such as noodles, rice or macaroni
 - 2 parts vegetables such as beans, peas, tomatoes, carrots, asparagus or celery
 - sauce enough to moisten, such as gravy, white sauce, or canned cream soups
 - a crunchy topping such as bread or cracker crumb seasoning
 - bake at moderate temperature (350F)

- . Demonstrate the preparation of a casserole. One combination might be:

- 1 cup cooked chopped beef
 - 2 cups cooked rice
 - 2 cups cooked green beans
 - 1 can condensed tomato soup
 - 1 chopped onion
 - buttered bread crumbs

This amount will make six servings.

- . While demonstrating, give information concerning nutrition and meal planning.
 - Animal protein (beef) and cereal protein (rice) are combined in this casserole. Cereal protein is not as good quality as animal protein. When combined with animal protein, its quality is improved.
 - The amount of green beans in a serving of this casserole is not considered a serving of vegetables in the Daily Food Guide (1/2 cup is a serving).
 - Some ingredients in casserole recipes such as mushrooms, pimiento and olives usually increase cost but may make it more appealing.
- . Give information concerning meal planning.
 - Suggest foods which can be added to complete this meal such as a carrot-raisin salad, cornbread, and milk.
 - Have aides help plan the remaining food for the day. Use Daily Food Guide.
- . Aides make lists of low-cost protein foods, starchy foods, vegetables, sauces, and seasonings which might be used in preparing casseroles.

APPLICATION OF LESSON BY AIDES

Aides apply information to their own meal planning by preparing and taste-testing a main dish casserole. Tell what other foods they served with the casserole.

Aides use information with individual families and small group meetings.

REFERENCES FOR TRAINER AGENT

1. Selected recipe books on casseroles or one-dish meals.

VISUALS AND EQUIPMENT

Chalkboard or newsprint.

Demonstration supplies and equipment.

Daily Food Guide, poster, F&NS-13, USDA.

REFERENCES FOR AIDES

1. Daily Food Guide, leaflet, C&MS-23, USDA.
2. Meal Planning Made Easy, PA-695, ES-USDA.
3. Family Fare: Food Management and Recipes, G-1, USDA.
4. Money-Saving Main Dishes, G-43, USDA.

MEAL PLANNING

Lesson 7: MEALS FOR ONE OR TWO

PURPOSE

Trainer agent to help aides:

1. Expand their knowledge related to planning meals for one or two.
2. Learn ways to help homemakers plan meals.

PRESENTATION

- . Have aides tell group about persons with whom they are working who live alone or with another person. Keep a running record of:
 - approximate ages.
 - type of kitchen facilities they have.
 - types of food and nutrition problems already identified.
 - kinds of foods they most often fix for themselves.
 - evident health problems.
- . Point out advantages of planning, preparing and serving meals for one or two people.
 - Fewer individual needs and preferences to consider.
 - Less work and time in preparation.
 - Can eat what and when they wish.

- . Discuss disadvantages when planning, preparing and serving meals for one or two. Consider ways to overcome their problems.
 - Lack of variety in foods may result in poor nutrition. To get more variety,
 - Buy in small quantities.
 - Include convenience foods in meal plan. Example: Frozen dinners served with other foods can make a nutritious meal.
 - Use USDA food stamps or donated foods if available.
 - Lack of appetite may result in poor nutrition.
 - Boredom contributes to poor appetite.
 - Have meals with friends occasionally.
 - Plan meals for eye and taste appeal. Include a variety of colors, flavors and textures in a meal.
 - Vary place where meals are eaten. Eat in front of a window, on a balcony.
 - Take walks to stimulate appetite.
 - Preparation of too much food may result in waste. To avoid waste:
 - Use leftovers in a variety of ways.
 - Exchange foods with friends occasionally.
- . Display food in various can and box sizes and compare costs.
- . Review bulletin, Food Guide for Older Folks.
- . Use Daily Food Guide as an aid in planning. It gives the number of servings per day by age groups.

APPLICATION OF LESSON BY AIDES

1. Aides make visuals of colorful and colorless meals.
2. Each aide plan low-cost meals for two days for one or two people. Show how food planned for first day can be used in meals or snacks for the second day.
3. Aides apply information to families of one or two with whom they work. Help families find solutions to problems.

REFERENCES FOR TRAINER AGENT

1. Food For Us All, Yearbook of Agriculture, 1969, pp. 301-303.
2. Food, Yearbook of Agriculture, 1959, pp. 322-324.
3. Nutrition in Action, Martin, 1965, pp. 200-202.

VISUALS AND EQUIPMENT

Chalkboard or newsprint.

Food items in various box or can sizes.

Pictures of foods.

REFERENCES FOR AIDES

Food Guide for Older Folks, G-17, USDA.

MEAL PLANNING

Lesson 8: MEAL PLANNING TO INCLUDE AN OLDER PERSON

PURPOSE

Trainer agent to help aides:

1. Learn how the family's daily food plan can be adjusted to meet the needs of older folks.
2. Learn ways to help homemakers adjust family meals.

PRESENTATION

- . Review lessons 6 "Food Needs Throughout Life" and 8 "Plan Meals to Meet Family Food Needs" in Food and Nutrition...basic lessons for training extension aides. Emphasize that older persons need:
 - fewer calories because of reduced activity.
 - the same nutrients as other family members, but in different amounts, and
 - amounts and kinds of food in the Daily Food Guide to supply the nutrients needed.
- . Adjust family meals to meet the special needs of an older person. Discuss why changes are needed and how to make them.
 - Processes of digestion slow down, therefore--
 - Use fewer rich fatty foods like pastry, whipped cream, fat meats, and gravies.
 - Serve frequent small meals rather than large meals less often.

- Teeth are often missing or dentures poorly fitted so plan for foods which can be easily eaten.
 - ground meats or chopped meats.
 - soft foods.
 - beverages which contain more than, calories.
 - cream soups.
 - chopped raw vegetables.
 - Food likes and dislikes are well established.
 - Know food likes and dislikes.
 - Include well-liked nutritious foods often.
 - Health problems may necessitate changes in diet. Follow instructions from physician.
 - Older people need fewer calories. Avoid empty-calorie foods. Plan for smaller servings.
- . Plan a suitable routine.
- Have regular meals.
 - Serve an easily digested meal at night.
 - Plan from the Daily Food Guide.
 - Reserve part of the family meal for a mid-morning or mid-afternoon snack.
 - Include milk in meals and snacks.
- . Have aides describe a program family in which there is an older person. Plan a day's meals and snacks for the family.

APPLICATION OF LESSON BY AIDES

Aides make a list of appropriate in-between meal snacks for older people.

Aides apply information as they work with families including older people.

REFERENCES FOR TRAINER AGENT

1. Food for Us All, Yearbook of Agriculture, 1969, pp. 277-278, 303, 323.
2. Food, Yearbook of Agriculture, 1959, pp. 311-324.
3. Nutrition in Action, Martin, 1965, pp. 200-201.

VISUALS AND EQUIPMENT

Chalkboard or newsprint.

Pictures or food models.

Daily Food Guide, poster, F&NS-13, USDA.

REFERENCES FOR AIDES

1. Daily Food Guide, leaflet, C&MS-23, USDA.
2. Meal Planning Made Easy, PA-695, ES, USDA.
3. Lower Cost Meals That Please, National Dairy Council.
4. Food Guide for Older Folks, G-17, USDA.

EVALUATION

Make home visits and have conferences with aides to see how they use information with families including older people.

MEAL PLANNING

Lesson 9: MEAL PLANNING DURING PREGNANCY

PURPOSE

Trainer agent to help aides:

1. Understand the increased nutritional needs during pregnancy.
2. Learn how the family's food plan can be adjusted to meet the needs of the pregnant woman.

PRESENTATION

- . Review Lesson 6, "Food Needs Throughout Life" in Food and Nutrition...basic lessons for training extension aides.
- . Discuss section on food for pregnant women in Food, A Key to Better Health, pp. 14 and 15.
- . List adjustments to be made in the food intake by the pregnant woman.
 - Increase intake to three cups of vitamin D milk.
 - Use more foods in the four food groups and less from the additional foods in meals and snacks.
 - Stress the importance of a balanced diet during pregnancy.
- . Review the value of vitamin D fortified milk.
- . Discuss ways the pregnant woman may get more milk into her diet as she plans family meals and snacks. List on board as aides contribute answers or illustrate with pictures or food models.

- Use milk as mid-morning and mid-afternoon snack.
 - Include more cheese in meals.
 - Plan for more milk desserts -- ice cream, puddings, custards.
 - Plan to use cottage cheese in main dish or in salads.
 - Plan meals around soups made with milk. Suggest use of vitamin D fortified evaporated milk, dry skim and whole milk.
- . Show and discuss one of the following slide sets or filmstrips: "Food Value Stretchers," "Milk the Magnificent," "The 'Basic Four' Way to Good Meals" or "Milk, Basic to Good Nutrition."

APPLICATION OF LESSON BY AIDES

Aides plan meals and snacks for the day for a program family including a pregnant woman. Evaluate the meals using the Daily Food Guide. Also, consider variety in flavor, color and texture. Calculate the amount of milk in the meals and snacks in this assignment to see if they include more for the pregnant woman.

Use as background to help pregnant homemakers plan meals.

REFERENCES FOR TRAINER AGENT

1. Food, Yearbook of Agriculture, 1959, pp. 194-198, 273-282.
2. Food For Us All, Yearbook of Agriculture, 1969, pp. 295, 296, 313.
3. Nutrition in Action, E. Martin, 1965, pp. 70, 203-206.

VISUALS AND EQUIPMENT

Chalkboard or newsprint.

Slide set or filmstrips: "Food Value Stretchers," USDA; "Milk the Magnificent," USDA; "Milk, Basic to Good Nutrition," USDA; or "'The 'Basic Four' Way to Good Meals," USDA.

Screen and projector.

Daily Food Guide, poster, F&NS-13, USDA.

REFERENCES FOR AIDES

1. Food, A Key to Better Health, Nutrition Foundation, pp. 14-15.
2. Daily Food Guide, C&MS-23, USDA.
3. Meal Planning Made Easy, PA-695, USDA.
4. What to Eat Before You Are Pregnant, While You Are Pregnant, After the Baby Comes, National Dairy Council.

MEAL PLANNING

Lesson 10: MEAL PLANNING WHEN THERE IS A WEIGHT PROBLEM

PURPOSE

Trainer agent to help aides:

1. Learn to adjust the family's food plan to meet the needs of a member who has a weight problem.

PRESENTATION

- . Review pages 16-19 in Food, A Key to Better Health.
 - Emphasize the chief reason for overweight is an imbalance of calories and activity.
 - Illustrate this balance with pictures or a poster.
 - Show selected slides from "The Oopsies."
 - Stress the need for encouragement by family members for the person trying to lose weight.
- . Plan family meals so that the calorie counter can enjoy them, too.
 - Build meals around familiar well-liked foods. Crash diets will not change food habits. They are often monotonous and short-lived and ineffective.
 - Plan adequate meals and snacks with emphasis on the four food groups.
 - Show that the minimum number of servings recommended by the Daily Food Guide will supply approximately 1200 calories which, for most women, would be a safe reducing diet. Include kinds and amounts of food which will yield fewer calories. Draw these from the aides and list on the board:

- Trim fat from meat before cooking.
- Keep servings small for the "calorie counter."
- Serve sauces, gravies and dressings separately so they may be avoided.
- Add butter to vegetables at the table.
- Use skim milk rather than whole milk in cooking and drinking.
- Use fruit, (fresh or cooked with little sugar) rather than pastries, cakes and cookies.
- Plan to use more low-starch vegetables.
- Prepare meat without added fat.
- Bake, boil or broil rather than fry foods.
- . Have aides identify starchy and non-starchy vegetables using pictures or food models.
- . Show how a family's food plan can be adjusted to meet the needs of a person who is trying to lose or gain weight. Use suggested menus in Food and Your Weight as a guide.

APPLICATION OF LESSON BY AIDES

Aides use information as they work with program families who have a weight problem.

REFERENCES FOR TRAINER AGENT

1. Food For Us All, Yearbook of Agriculture, 1969, pp. 304-314.
2. Food, Yearbook of Agriculture, 1959, pp. 101-111.
3. Consumers All, Yearbook of Agriculture, 1965, pp. 398-402.
4. Food and Your Weight, G-74, USDA.

VISUALS AND EQUIPMENT

Chalkboard or newsprint.

Slide set "Weight Control (The Oopsies)," USDA.

Slide projector and screen.

Pictures of food or food models.

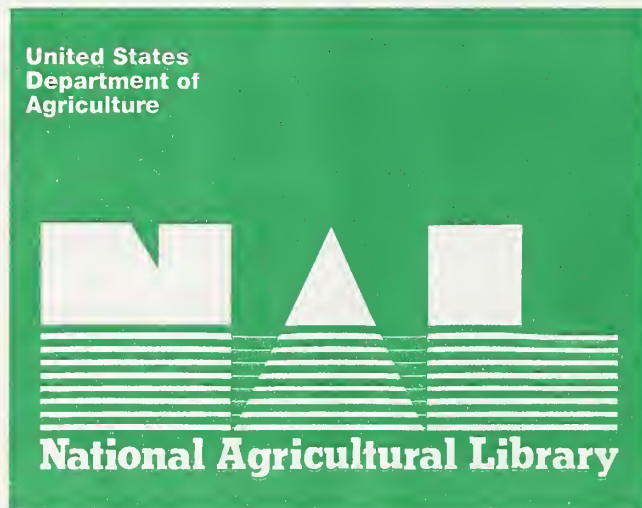
Daily Food Guide, poster, F&NS-13, USDA.

REFERENCES FOR AIDES

1. Food, A Key to Better Health, Nutrition Foundation, pp. 16-19.
2. Daily Food Guide, leaflet, C&MS-23, USDA.
3. Meal Planning Made Easy, PA-695, USDA.
4. Calories and Weight, G-153, USDA.

EVALUATION

Make home visits and have conferences with the aides to see how they use the information.



Acknowledgments

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